

Implementing Communicative, direct, grammar translation and audio-lingual method, situational method to improve beginner learner's productive skill in the Traditional ESL classroom in the Bangladeshi Context.

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This paper is dedicated to my parents and **Ms** Shenin Ziauddin.

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**Implementing Communicative, direct, grammar translation and audio-lingual method, situational method to improve beginner learner's productive skill in the Traditional ESL classroom in the Bangladeshi Context.**

**Abstract**

This thesis aims at enriching the knowledge of productive skills of the students of class standard One to four in two English medium schools. The goal of this thesis is to identify and recognize the problems, strengths, facilities and difficulties of the students which they are still now facing in the classroom. By going through this research a student may be able to know his or her minimum adequacy in the skill of speaking and writing. It tries to identify both the strengths and weaknesses of productive skills of English with a view to helping the students to improve their productive skills. This study helps the students to know the level of their productive skills in English. It also helps the teacher to understand the students writing and speaking capability. The English proficiency of our Bengali medium students is not in a satisfactory level and one of the reasons is their poor proficiency in writing and speaking. One of the key reasons for the low proficiency that they hardly use other materials anything besides their textbooks and do not practice target language in their personal life. The objective of the research is to examine the subjects and different aspects of speaking skills like accuracy, fluency and writing skills for example word order, improvising, discarding, layout, punctuation and the students' capability to implement these skills while writing and speaking. Contribute to it the study used the students of class one to four of two different Bengali medium schools as subjects and a questionnaire. The results show that the students' productive skills are not in a satisfactory level. For every second language learners, it is necessary to know and speak English accurately and fluently. Individual teachers should adopt a clear concept of teaching methodology as they have a vital role in language teaching. In Bangladesh most of the learners experience difficulty in learning second language specifically English where the learning the language becomes the focal point. Therefore, it is necessary to know how effective are these methods and how much they involve teachers and students in a language class. Thus, Classroom observation is also important to find out the effectiveness of the methods of teaching. This paper will provide comprehensive, contrastive and analytical insight into the different methodology implemented in Bangladesh and the learner's output. . Finally, the study gives some suggestions for the students to improve their productive skills in English.

## **Chapter-1**

### **1.1 Introduction**

Bangladesh is considered to be a monolingual country in which more than 98% of the population is speakers of Bangla. However, there are more than ten languages in such a small country like Bangladesh. Monipuri, Urdu, Chakma, Santali, Garo, Rakhain, Tipra- are just some of the other languages present in Bangladesh. Every country is dependent on other countries for trade and commerce, education, politics etc. As a result, we have to constantly communicate with other countries and speakers of other languages. Third world countries like Bangladesh have to depend on foreign aid because they are not self-sufficient. As a result, many foreigners come to Bangladesh. A third factor is the factor of religion. The sacred language of the Muslims is Arabic, Sanskrit for Hindus, Pali for the Buddhists and Latin for the Christians.

All these factors remind us the necessity for learning other languages in addition to our mother tongue. According to this reality many countries of the world have adopted a European language as second language which is often used in education, law court, economic activities and government works. Many of the cases the countries have adopted the language of their past colonial rulers as the second language. Sometimes these languages are also called official language. Like in Bangladesh English is considered as our second language.

In today's world smartness, good appearance, personality and talent are needed to be successful in life. In these days to get a good job and also to get good opportunities in life speaking fluently and writing in English is very important. The ability to speak English fluently opens up wider opportunities to achieve success in life. Sometimes people build judgments about others on the basis of their speaking ability. So people are having more and more interest to learn and speak good English.

English language is dominantly present in every side of our national life while on the other hand in our constitution it is clearly declared that the language of the country is Bangla. On one hand, economic activities in the private companies are carried out in English while there is a government law that government offices must use Bangla in their official works. So from the government point of view Bangla is the national-official language of Bangladesh and English is the most important foreign language. But

in reality English is the second language of the country and in many places English is more important than Bangla in Bangladesh.

There are three kinds of education systems in our country- Bangla medium, English medium, and Madrasa system. Bangla medium schools can be divided into two sections- government schools, and kindergarten schools. In the kindergarten schools more emphasis is given on English language than schools. Some of the famous kindergarten schools of Dhaka are West Bridge, Adams Garden, British Standard School, Wiles Little Flower, and so on. Although these schools are well known English medium the students have to study 3-4 English books like: Radiant Way, Active English, Desk Work, Fundamental English, Brighter Grammar, and so on. On the other hand in the government schools there is mainly one English book (English for Today) which is published by Bangladesh Text Book Board. The English medium schools do not follow Bangladeshi education system and are under the supervision of British Council.

These books and the education system are not sufficient to improve learner's productive and receptive skill. So in this Thesis, The Researcher would like to talk about productive skill, different aspects of speaking and writing, different problems which are faced by the learners in the classroom while speaking and writing. The Researcher will also give some suggestions as to how to overcome this problem. In this thesis The Researcher will also like to talk about some methods which will help to overcome these problems and will help to learner's productive skill.

**1.2 Significance of the study:** The study is significant because in the light of the theoretical developments in the field, it will be possible to sort out the problems and weakness of the students in various sectors in our Bengali and English medium students and the study will make suggestions to overcome the weakness to improve Bengali and English medium students' Speaking and writing skills. Identifying particular strengths and weakness of the students' productive skills a teacher may able to identify their problem and will try to help their students by solving those problems in productive skills.

**1.3 Objectives of the study:** The objective of this research is to give students some ideas and techniques that the students according to speak fluently and confidently a variety of texts for a variety of purposes and according to writing they would be able to write effectively in a variety of situations for a variety of purposes.

By speaking students will extend their abilities to:

1. Speak fluently and confidently in every situation.
2. Use of target language in the classroom.
3. Assess strengths in speaking and set goals for future growth.
4. Correct use of vocabulary.
5. Participate in classroom activity.

By writing students will extend their abilities to

1. Complete all types of writing activity.
2. Avoid grammatical mistakes.
3. Assess strengths in writing and set goals for future growth
4. Improve their spelling, punctuation, sentence construction.

**1.4 Methodology:** The research methods employed for this study are given below:

- 1 Library research to examine the theoretical developments in the Speaking and writing skills.
- 2 Various types of book research on productive skills
- 3 Questionnaire survey report on students.

**1.5 Limitation of the study:** As this research was conducted to fulfill the partial academic recruitment for MA in English within a short period of time, it was not possible for the researcher to cover a large area of the country. This research was limited within two schools. It was not possible to identify all of the problems of Bengali and English medium schools in our country. However, by conducting this small size of research we are able to identify the main problems of our students in the section of speaking and writing skills. The researcher took every step to make the study as objective and valid as possible.



## **Chapter -2**

### **Literature Review:**

The “methodology” is an important term to describe the job of teaching a language. Most often “methodology” is understood to mean “method” in a general sense, and in some cases it is even equated to specific teaching “techniques”.

#### **2.1 Grammar translation method**

The grammar translation method was called the classical method since it was first used in the teaching of classical languages.” It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better”(Larsen-Freeman,1993,11).

#### **Background**

When the people of the western world wanted to know about the foreign languages like Greek and Latin the grammar translation method appeared. Grammatical rule, memorization of vocabulary, translation of the text was its focal point. In that time, the Latin language was generally based on structure and their main objective was to understand the fundamentals of grammar and translation. It was a hope that through the grammatical rule of the target language the student would know more about the grammatical rules of their native language and then, it would help them to speak and write in their native language better. So thinking about the objective of the language, the method came to be known as classical method. At present, it is very well known as the Grammar Translation method.

#### **Principal:**

The main features of Grammar Translation methods are as follows:

- There is a little use of target language. Mother tongue is used more in the class. Vocabulary is taught deductively.
- Intricacies of grammar are given in along

elaborate explanation. At the very beginning of learning, difficult reading text are given.

Pronunciation is not at all important.

- Very little concern about the content of the text.
- Instruction mainly focuses on the form and intonation of word.
- Little attention to pronunciation.

### **Techniques:**

#### **Translation of literary passages:**

The student translates reading passage from target to native language. Vocabulary and grammatical structures are studied in the subsequent lesson. The reading passage may be taken out from the literary book or may be written by the teachers.

#### **Reading comprehension question:**

Based on their understanding of the reading passage, students answer the question in the target language. The question may be listed in some order where first group of question ask for the information contained within the passage. The second group of question may be involving student's inferences and the third group of question may be requiring students to relate their own experience.

#### **Cognates:**

In this technique, the student may be taught cognates by learning the spelling and sound pattern.

#### **Antonyms and synonyms:**

In this technique, the students are given one set of word and ask to find out the antonyms and synonyms from reading passage.

**Use words in sentence:** The students are asked to make a sentence using the new words in order to know that they have understood or not.

#### **Fill in the blanks:**

There can be a sentence with words missing. The students are asked to fill the

blanks with new vocabulary.

### **Memorizing:**

The student has to memorize some new vocabulary items, grammatical rules from the passage.

### **Deductive applications of rules:**

In this technique, the grammar rules are presented with examples. Student is asked to understand the rules and use it in different example.

### **Composition:**

Teacher can give interesting topics, creative writing to the student that helps students to use target language. The topic can be give from the reading passage.

## **2.2 The Direct Method**

The Direct method has one very basic rule: no translation is allowed” (Larsen-Freeman, 1993, 23). All reformers were vehemently opposed to teaching of formal grammar and aware that language learning was more than the learning of rules and the acquisition of imperfect translation skills.

### **Background**

The direct method is not a new method. For many years, their principles have been used by the teachers. When the researcher found that the grammar translation method is not very effective for learning a language, then the direct method became popular. The main assertion of direct method is that second language learning should be more like first language learning. This method includes oral interaction, regular use of language.

### **Principles:**

The main principle of the method is as follows:

- Grammar taught inductively.
- There is an emphasizing on correct pronunciation and grammar. Vocabulary and sentence are taught everyday.
- Through the practice, new teaching points are taught.

## **Techniques**

**Reading aloud:** students reading the text or section of a passage or play out loud.

**Dictation:** the teacher read the passage few times and the students write it down.

**Paragraph writing:** the teacher asks students to write a paragraph in their own words.

### **2.3 The Audio-Lingual Method**

The Audio Lingual method is an oral based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, Audio lingual method drills students in the use of grammatical sentence patterns (Larsen-Freeman, 1993,36)

#### **Background**

In the second World War, When the people of America become aware that foreign language learning is important and needed for overall military operation then the army method is evolved. The Army method is mainly focusing on oral and aural skill. During this period when linguistic become involves in the teaching of English as foreign language, thousand of student entered university for study. This fact lead to the emergence of the America approaches to ESL. Then from 1950s, it is known as the Audio-lingual method.

#### **Objective**

The main objective of audio-lingual method is to create communicative competence in learners. The student does over learn the language by extensive repetition. It drills students mind in such a way that make them response automatically.

## Principles

- The form of language occur naturally within a context
- There is separate linguistic system of native language and target language.
- Speech is more essential to language.

## Techniques

- 1) **Dialog memorization-** Dialogues or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry; students usually take the role of one person in the dialogue and the teacher the other. After the students have learned the one person's lines, they switch roles and memorize the other person's part. After the dialogue has been memorized, pairs of individual students might perform the dialogue for the rest of the class.
- 2) **Backward build-up drill-** This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts and the students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence to keep the intonation of the line as natural as possible.
- 3) **Repetition drill-** Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.
- 4) **Chain Drill-** A chain-drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student or asking them a question. The first student greets or asks a question of the second one student and the chain continues.
- 5) **Single slot substitution drill-** The teacher says a line, usually from the dialogue. Next the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

**6) Multiple-slot substitution drill-** This drill is similar to single slot substitution. The difference is that the teacher gives cue phrases, one at a time that fit into different slots in the dialogue.

**7) Transformation drill-** Students are asked to transform the sentence from affirmative to negative and this is transformation drill. Other examples of transformation to ask of students are changing a statement into a question, an active sentence into a passive one or direct speech into reported speech.

**8) Question and answer drill-** This drill gives students practice with answering questions. The students should answer the teachers questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well which gives students practice with the question pattern.

**9) Use of minimal pairs-** The teacher works with pairs of words which differ in only one sound; for example ship/sheep. Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher select the

**10) Complete the dialog-** Selected words are erased from a dialogue students have learned. Students complete the dialogue by filling the blanks with the missing words.

**11) Grammar game-** The games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although it is rather limited in this game.

## **2.4 Communicative Language Teaching:**

Communicative Language Teaching aims broadly to apply the theoretical perspective of the communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication(Larsen-Freeman, 1993,121)

### **Background**

After the discussion of all the methods we come across a common goal that is to enable students to communicate in the target language. In 1970's some researchers found that the student could use the rule of grammar and produce sentences accurately in their class. But when they interact in the target language outside of their class they could not produce sentences appropriately. They could not use the rule of linguistic usage outside the class or in real life situation. So it became important to know when and how

to say and what to perform. Thus in the late 70's and early 80's such observation contributed to a new method's emergence namely communicative language teaching method.

### **Objective:**

The main objective of the communicative language teaching is to communicate with the target language.

### **Principles**

- Language is used in a real context.
- The main goal is to enable students to communicate in the target language. The target language is the vehicle for classroom communication.
- A variety of linguistic forms are presented in this teaching method. Communicative interaction encourages cooperative relationship among students. Appropriately use of language form is an important part of communicative competence.
- Grammar and vocabulary are presented inductively.

## **2.5 Situational Language Teaching**

### **Introduction**

Situational language teaching is a term not commonly used today, but it is an approach developed by British applied linguists in the 1930s to the 1960s(Richards and Rodgers,2001,36), and which had an impact on language courses which survive in some still being used today.

### **Approach**

#### **Theory of language**

The Structural view of language is the view behind the Oral Approach and Situational Language Teaching. Speech was viewed as the basis of language and structure as being at the heart of speaking ability. This was a view similar to American structuralisms, such as Fries, but the notion of the British applied linguists, such as Firth and Halliday, that structures must be

presented in situations in which they could be used, gave its distinctiveness to Situational language teaching.

### **Theory of learning**

The theory of learning underlying Situation Language Teaching is behaviorism, addressing more the processes, than the conditions of learning. It includes the following principles:

- language learning is habit-formation
- mistakes are bad and should be avoided, as they make bad habits
- language skills are learned more effectively if they are presented orally first, then in written form
- analogy is a better foundation for language learning than analysis
- the meanings of words can be learned only in a linguistic and cultural context

### **Design**

#### **Objectives**

Here are some of the objectives of Situational Language Teaching

- a practical command of the four basic skills of a language, through structure
- accuracy in both pronunciation and grammar
- ability to respond quickly and accurately in speech situations
- automatic control of basic structures and sentence patterns.

#### **The syllabus**

Situational Language teaching uses a structural syllabus and a word list

#### **SLT objectives**

Situational Language Teaching aims at the achievement of these objectives:



- a practical command of the four basic skills of a language, through structure
- accuracy in both pronunciation and grammar
- ability to respond quickly and accurately in speech situations
- automatic control of basic structures and sentence patterns.

### **The syllabus, techniques and activities**

Situational Language Teaching uses a structural syllabus and a word list and relied on structural activities including situational presentation of new sentence patterns and drills to practice the patterns. Typical procedure in Situational Language Teaching include

- Procedures that move from controlled to freer practice of structures
- Procedures that move from oral use of sentence patterns to their automatic use in speech, reading and writing.

A typical situational Language Teaching lesson would start with stress and intonation practice. Then the main body of the lesson might consist of four parts:

1. revision (to prepare for new work if necessary)
2. presentation of new structure or vocabulary
3. oral practice (drilling)
4. reading of material on the new structure, or written exercises.

### **Advantages**

Although Situational Language Teaching was developed during the 1930s, it still attracts the interest of many teachers. Its strong emphasis on oral practice, grammar and sentence patterns conform to the intuitions of many practically oriented classroom teachers.

## **Disadvantages**

The views of language and language learning underlying Situational Language Teaching were called into question. Chomsky (1957) showed that the structural and the behaviouristic approaches to language were erroneous and does not account for the fundamental characteristic of language namely the creativity and uniqueness of individual sentences. Children do not acquire their mother tongue through repetition and habit formation. There must be, however, an innate predisposition that leads them to a certain kind of linguistic competence.

## **Productive Skills**

The productive skills of writing and speaking are different in many ways. However, there are a number of language production processes which have to be gone through whichever medium we are working in. (Harmer,1998,p246)

### **a. Structuring discourse**

In order for communication to be successful we have to structure our discourse in such a way that it will be understood by our listeners or readers.

### **b. Following the rules**

When people with similar cultural and linguistic backgrounds get together they speak to each other easily because they know the rules of conversation in their language and their shared culture.

**c. Sociocultural rules :** speakers from similar cultural backgrounds know how to speak to each other in terms of how formal to be, what kind of language they can use, how loud to speak, or how close to stand to each other.

- **Turn-taking** : in any conversation decisions have to be taken about when each person should speak. This is ‘turn-taking’, a term which refers to the way in which participants in conversations get their chance to speak.
- **Rules for writing** : writing has rules too, which we need to recognize and either follow or purposefully flout. (Harmer, 1998, p247)

#### **d.Dealing with difficulty**

When speakers or writers of their own or of a foreign language do not know a word or just cannot remember it, they may employ some or all of the following strategies to resolve the difficulty they are encountering:

- **Improvising: speakers** sometimes try any word or phrase that they can come up with in the hope that it is about right. Such improvisations sometimes work, but they can also obscure meaning.
- **Discarding** : when speakers simply cannot find words for what they want to say, they may discard the thought that they cannot put into words.
- **Foreignising**: when operating in a foreign language, speakers (and writers) sometimes choose a word in a language they know well (such as their first language) and ‘foreignise’ it in the hope that it will be equivalent to the meaning they wish to express in the foreign language.
- **Paraphrasing**: speakers sometimes paraphrase, talking about something for cleaning the teeth if they do not know the word toothbrush, or saying that they are not happy with somebody when they want to say that they are really fed up.

(Harmer,1998,p249)

#### **B Productive Skills in the classroom**

When students write or speak in lessons they have a chance to rehearse language production in safety, experimenting with different language in different genres that they will use on some future occasion away from the classroom.

##### **Productive skills: writing**

Writing is often not as important to many students as speaking and it tends to get rather neglected in many classes, unless the students are working for a written examination. In class there is often not enough time to complete a long written task as the process may need to extend over several lessons. However, there are many ways in which the importance of writing can be impressed upon students and a number of activities to help them improve their written skills. ”(Gower,Phillips,Walters,1995,p113).

It is useful to consider what types of writing your students may want or need to do – in other words, the reasons they may have for writing: for example, letters to request information or to complain, forms and questionnaires, lecture notes, exam essays, reports, etc.

### **Different aspects of writing skills?**

#### **01. Handwriting**

This may be a problem for students who are not familiar with Roman script : Far Eastern and Arabic-speaking students, for example.

#### **02. Spelling**

Again, usually more of a problem for speakers of non-European languages. However, speakers of languages where the spelling and pronunciation are consistent, for example Spanish, also need help with spelling.

#### **03. Punctuation**

The conventions of English capital letters and punctuation are not universal and might have to be taught.

#### **04. Sentence construction**

The construction of sentences that are grammatically correct, using the correct word order.

#### **05. Organizing a text and paragraphing**

Dividing the information into paragraphs. Knowing when to start a new paragraph. Ordering the paragraphs to present a logical argument, tell a story, etc.

#### **06. Text cohesion**

The appropriate use of linking words and phrases so that the organization of the text is clear to the reader.

#### **07. Register/style**

Using language (structures and vocabulary) appropriate to the formality and style of the text.

”(Gower,Phillips,Walters,1995,p113).

### **How can be encouraged students to write?**

### **01. Have a positive and co-operative attitude towards writing**

- Encourage real writing tasks in the classroom. For example, for the birthday of a member of the class write greetings cards.
- Plan sufficient time for writing activities and give them due importance in the programme of work.
- Encourage the students to show each other their writing and to ask each other for advice.
- Try letting the students write in pairs or groups sometimes.
- Give encouraging feedback. Giving feedback to students, especially.
- Be selective about the kind of mistakes you are going to mark so that you don't have to mark every mistake made.
- Display finished tasks on the wall or in a class book.

”(Gower,Phillips,Walters,1995,p114).

### **02. How to prepare students for writing**

Help the students gather ideas from reading, listening and talking to one another. Point out those aspects of written texts that can be used as models for their own writing: the layout of letters, for example. The analysis of a text in a reading skills lesson can lead on to students writing a text along the same lines, and often students' writing can arise naturally as a response to a listening or reading text.

”(Gower,Phillips,Walters,1995,p114).

### **03. Structure writing activities**

Plan writing activities carefully so that tasks progress from the more controlled, through guided to freer, particularly with students who lack confidence in their writing.

One way in which students get controlled practice, particularly at lower levels is by copying from the board. So make sure :

- provide a clear model ;
- make it clear when you want students to copy from the board ;
- give them time ;
- monitor carefully, especially with low-level students, as mistakes often occur at this stage ;
- accurate writing important. ”(Gower,Phillips,Walters,1995,p114).

Practice activities can be very controlled but still be challenging. Ordering jumbled sentences and writing them out in the correct order can give useful copying practice, for example.

#### **04. Plan guided and freer practice activities carefully**

As with speaking activities you can decide whether to focus mainly on accuracy or fluency. You may want to structure writing activities carefully at first, especially at lower levels, so that the students have few demands on them. However, activities that involve creative writing can be used with quite low-level classes : for example, Write me a letter telling me about someone in your family. The feedback for this activity would be concerned with the communicative content of the letter rather than with grammatical accuracy.

(Gower,Phillips,Walters,1995,p115).

#### **Guidelines for a process writing activity**

##### **01. Introduction**

Stimulate interest : through a listening or reading text, a speaking activity such as a role play, visuals, etc. Create a situation where a piece of writing is required. Discuss the text type – is it a letter, a poster, a story, etc? Think about the reader(s). Who are they? What will interest them? What do they need to know?

##### **02. Working with ideas**

- Get ideas from the students – through brainstorming, using word pools, mind maps, etc.
- Note down ideas.
- Develop the ideas.
- Choose those ideas to keep and those to be rejected.
- Order the ideas. ”(Gower,Phillips,Walters,1995,p115).

##### **03. Planning**

Remind students of the typical features and structure of the text type they are writing; a model is very useful here.

##### **Examples**

##### **Letter of complaint**

- layout of the letter
- introducing the subject and giving any background

- making the complaint
- Stating what you want done (Gower, Phillips, Walters, 1995, p115).

### **Argument essay**

- introduction to the topic
- arguments for
- arguments against
- writer's conclusion

### **04. Drafting**

The students write a first draft, perhaps in pairs, from their notes/plan. They may need to refer to dictionaries, grammar reference books and model texts for some conventions : for example, the salutations and standard phrases used in formal letters.

### **05. Reviewing/editing**

The students correct and improve their first draft – looking at content, language accuracy, organization, style, etc. At this stages you can take the work in and make comments.

### **06. Re-writing**

The students write out the final version and then, if possible, give it to the intended reader(s). The intended reader may be the teacher (especially if it is a practice examination). You then have to decide what form feedback is going to take and to what extent and how you are going to correct the text. You may want to respond in writing – by writing a letter in reply to a letter, for example. (See Chapter 7 Section 1 : Giving positive feedback, especially p 164).

### **Word-processing**

Using a computer for writing is becoming more and more usual and some students any be proficient at word-processing. There are many writing tasks that lend themselves to word-processing – for example, amending texts, moving text around, summarizing, expanding – and many students are more motivated to write if they can do it on a computer.

” (Gower, Phillips, Walters, 1995, p116).

The importance of teaching writing:

The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and most importantly writing as a skill in its own right (Harmer, 1998, p79).

We will look at each of this turn.

### **Reinforcement:**

Some students acquire language in a purely oral way, but most of us benefit from seeing the language written down (Harmer, 1998, p79).

### **Language development:**

It seems that the actual process of writing really helps learner to construct proper writings texts which is good for learners' language development.

### **Learning style:**

There are different types of learners in the classroom. Some of them just pick up language just by looking and listening. Writing is appropriate for all types of learners.

Writing as a skill:

Teaching writing is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to write electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction etc) just as they need to know how to pronounce spoken English appropriately (Harmer, 1998, p79).

### **Aspects of writing:**

In writing skill these aspects are very important.

### **Handwriting**

Many students whose native-language orthography is very different from English have difficulty forming English letters. Such students should get special training. This might involve practice in the formation of individual letters as the following example demonstrates:

### **Spelling**

Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment. All too often bad spelling is perceived as a lack of education or care.

### **Layout and punctuation**



Different writing communities (both between and within cultures) obey different punctuation and layout conventions in communications such as letters, reports, and publicity.

Different genres of writing are laid out differently; business and personal letters and different from each other, and e-mails have conventions all of their own.

(Harmer, 1998, p255)

### **Approaches to student writing**

There are a number of different approaches to the practice of writing skills both in and outside the classroom. (Harmer, 1998, p255)

### **Process and product**

In the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally ‘publishing’ their work, a process approach aims to get to the heart of the various skills that should be employed when writing. (Harmer, 1998, p255)

We might, for example, discuss the concept of first and final drafts with our students and then ask them to say whether the following activities take place at first or final stages, and to put them in the best order.

- a Check language use (grammar, vocabulary, linkers).
- b Check punctuation (and layout).
- c Check spelling.
- d Check writing for unnecessary repetition of words and/or information.
- e Decide on the information for each paragraph, and the order the paragraphs should go in.
- f Note down various ideas.
- g Select the best ideas for inclusion.
- h Write a clean copy of the corrected version.
- i Write out a rough version. (Harmer, 1998, p255)

Ron White and Valerie Arndt are keen to stress that ‘writing is re-writing ; that re-vision – seeing with new eyes – has a central role to play in the act of creating text’ (White and

Arndt 1991 : 5). In their model, process writing is an interrelated set of recursive stages which include:

- drafting
- Structuring (ordering information, experimenting with arrangements, etc.)
- reviewing (checking context, connections, assessing impact, editing)
- focusing (that is making sure you are getting the message across you want to get across)
- generating ideas and evaluation (assessing the draft and/or subsequent drafts)

(Harmer,1998,p258)

White and Arndt's model can be represented diagrammatically, as in Figure 23 :

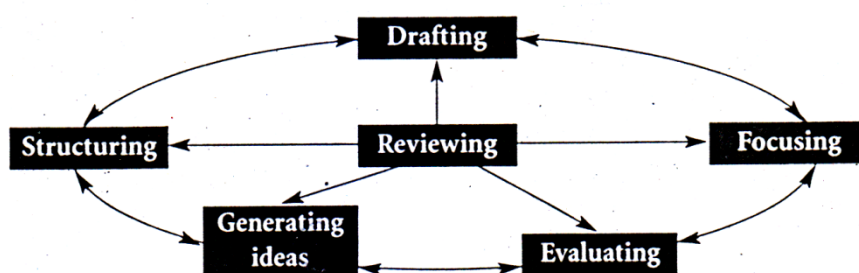


FIGURE 23: White and Arndt's process writing model

One of the most explicit schemes for “process writing” was developed by White and Arndt(1991). They are critical of traditional-institutional-approaches to writing that merely reinforce the language itself, requiring students to demonstrate knowledge of linguistic structures. Their own proposals are more concerned to help learners develop the cognitive strategies involved in writing , and their own list strategies is as follows: generating, focusing, structuring , drafting, evaluation, reviewing.

(Harmer,1998,p258)

### Writing and genre

In a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing.

The term ‘creative writing’ suggests imaginative tasks such as writing poetry, stories, and plays.

Creative writing is ‘a journey of self-discovery, and self-discovery promotes effective learning’ (Gaffield-Vile 1998 : 31).

### **Writing as a cooperative activity**

Although many people in their personal lives write on their own, whether at home or at work, in language classes teachers and students can take advantage of the presence of other to make writing a cooperative activity, with great benefit to all those involved.

### **Using the computer**

Where schools have computers which students have access to, there are many good reasons for using them for writing, as the following list shows :

- A word-processing package removes the problem of poor handwriting that some students suffer from.
- A word-processing package allows the competent user to edit his or her material at great speed and with great facility.
- Spellcheckers can ease the task of achieving correct spelling.
- If students are working in groups, a computer screen can sometimes be far more visible to the whole group than a piece of paper might be.

A computer screen frequently allows students to see their writing more objectively. It also has the advantage of greatly enhancing the participation of individuals when they are working with their colleagues in pairs or groups.

### **The roles of the teacher**

Although the teacher needs to deploy some or all of the usual roles (see Chapter 4B) when students are asked to write, the ones that are especially important are as follows:

- **Motivator:** one of our principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.
- **Resource:** especially during more extended writing tasks, we should be ready to supply information and language when necessary.
- **Feedback provider:** giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. (Harmer,1998,p262)

## **Productive skills: Speaking**

Every opportunity for speaking in the classroom should be taken. It is by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence. At first students may be self-conscious and reluctant to speak in front of a lot of people. However, there are ways (repetition work and pair work activities) of providing a safer, less public environment in which the students can begin to practice speaking.

Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you talking to is waiting for you speak right then. Second, when you speak, you can not edit and revise what you wish to say, as you can if you arte writing (Nunan, 2003, p28). Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. (Nunan, 2003, p28).

### **01. Accuracy**

“Accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important” (Gower, Phillips, Walters, 1995,p99). Ongoing correction is often appropriate during accuracy activities. In feedback the teacher will probably comment on correct use of language but also on how successfully the students communicated.

### **02. Fluency**

Fluency can be thought of as ‘the ability to keep going when speaking spontaneously’”(Gower,Phillips,Walters,1995,p100).. When speaking fluently students should be able to get the message across with whatever resources and abilities they’ve got, regardless of grammatical and other mistakes.

### **Types of speaking activities can be used in the classroom:**

Interactive activities can be divided for convenience into the following categories:

#### **01. Controlled activities**

In controlled activities the teacher designs the whole activities according to the content. For example: repetition practice or set sentences promoted by picture or word cues – to

improve the accurate use of words, structures and pronunciation, and to foster confidence. ”(Gower,Phillips,Walters,1995,p99).

## **02. Guided activities**

In this type of activity teacher will provide a model and students have to follow but they are not bound to follow the model. For example : model dialogues which the students can change to talk about themselves and to communicate their own needs and ideas ; tasks which the students carry out using language (structures and/or vocabulary) which has been taught beforehand.

## **03. Creative or freer communication**

These activities are usually designed to give either creative practice opportunities for language items, or general fluency practice, where the specific language focus is less relevant. ”(Gower,Phillips,Walters,1995,p101).The students are given the opportunity to experiment, to see how far they can communicate in situations where all the choices of language used are made by the people speaking ; to practice the fluent use of language they know. In general these activities both increase the students’ motivation, since the students talk for themselves, and help bridge the gap between the rather artificial world of the classroom, with its controlled language practice, and the world outside.

Inevitably lots of mistakes are made. They can be seen as part and parcel of learning to communicate. Although it is not usual to stop students in order to correct them in a free communication activity, it is important to note mistakes that you may want to discuss with students later.

### **Encourage students to speak :**

#### **01. Arrange students’ interaction**

May of the points answering the question How can you encourage good group dynamics and interdependence between students? Involve increasing the amount students speak in class. The teacher should create a comfortable atmosphere where students are not to afraid to speak and enjoy communicating with teacher and their fellow students.

#### **02. Plenty of controlled and guided practice**

Generally, in the beginner level students are given more controlled and guided practice work. However, even quite advanced students often welcome the chance to get their tongues round new vocabulary and grammar structures, expressions and model sentences before using them 'for real'.

### **03. Introducing speaking activities to communicate**

The aim of communication activities is to encourage purposeful and meaningful interaction between students. Communicative tasks are designed so that students have a reason or a purpose for speaking : they are bridging an information or opinion gap ; they are asking for or giving real information or finding out about the opinions of their fellow students. Not only are these activities motivating in the classroom, but they offer a challenge which mirrors real-life interaction.   ”(Gower,Phillips,Walters,1995,p102).

### **04. Plan speaking activities carefully**

Speaking activities need to be very carefully struttred at first, especially at junior levels, so that the students have few demands on them. It is often difficult for students to come up with ideas at the same time as having to cope with the language.

”(Gower,Phillips,Walters,1995,p102).Freer activities, however, still need careful planning if they are not to fall flat. Carefully set up tasks (role-play, picture description, debate, problem-solving, ranking tasks, etc) provide the reason, purpose and guidelines within which students can speak more freely. Examples of these activities are given below.

### **Guidelines for a free/creative speaking activity**

#### **Before the lesson**

- Decide aims : what you want to do and why.
- Try to predict what the students will bring to the activity and any problems they might have. Will they have something to speak about ? Are they capable of doing the activity successfully ? Do they have the necessary language ? Will the students find the activity interesting, useful, fun ?
- Work out how long the activity will take and tailor it to the time available.
- Prepare the materials.
- Work out your instructions.   ”(Gower,Phillips,Walters,1995,p102).

#### **During the activity**

- Arouse the students' interest through visuals, a short lead-in talk, a newspaper headline, etc. Try to relate the topic to the student's own interest and experience.
- You may want to remind students of any structures or vocabulary that might be useful – perhaps leaving them on the board for reference.
- Set up the activity so that the students know the aims of the activity and what they are to do. This means giving clear instructions and checking that they have been understood.
- Make sure the students have enough time to prepare, perhaps in pairs or groups, before asking them to tackle the main activity. Don't be tempted to cut down on the time needed for this. Don't forget that the students are probably getting useful speaking practice at this stage too.
- Make the activity even more 'process' rather than 'product'-based by encouraging rehearsal if appropriate, particularly with roleplays.
- Monitor the activity: don't interrupt except to provide help and encouragement if necessary; try to keep a low profile. Water the pace – don't let the activity drag on and remember to leave time for feedback.
- Evaluate the activity and the students' performance in order to provide feedback later but don't jump in with instant corrections.

### **After the activity**

- Indicate how each person communicated, comment on how fluent each was, how well they argued as a group, and so on.
- Sometimes you might record the activity on audio and video cassette and play it back for discussion. Focus on possible improvements rather than mistakes – in fact if it is taped, sometimes they can be asked to do a rough version first, then discuss improvements, then re-record.
- Note down glaring and recurrent errors in grammar, pronunciation, use of vocabulary. Individual mistakes might be discussed (in private) with the students concerned and you might recommend suitable remedial work to do at home. Mistakes which are common to the class can be mentioned and then practised another day when you have had a chance to prepare a suitable remedial lesson. (For more ideas on how to provide feedback, Giving feedback to students.)

”(Gower,Phillips,Walters,1995,p103).

### **Examples of guided and free speaking activities**

#### **Interaction or information gap :**

These are carried out in pairs or groups and usually depend on one or more students either having incomplete information or no information at all, and the other(s) having the information needed to complete the task. ”(Gower,Phillips,Walters,1995,p103).

#### **Role-plays**

A role play is when students take the part of a particular person : a customer, a manager, a shop assistant, for example. As this person they take part in a situation, acting out a conversation.

Role-play can be used to :

- remind the students of situations they might be in ;
- give the students an opportunity to try out language recently introduced or revised and practiced in a more controlled way ;
- give the students the opportunity to improve their fluency, through a wide range of language, in a variety of situations and with different speakers ;
- help you plan which areas to work on through the diagnosis of the strengths and weaknesses of the students’ English.

”(Gower,Phillips,Walters,1995,p105).

#### **Simulations**

A simulation is slightly different from a roleplay in that the students are not playing roles but being themselves. They are confronted by a task to do or a problem to be solved and they must do what they would do in the circumstances. Some simulations are quite complex, with new information being fed in as the activity proceeds. There are a number of commercially available simulations – especially in the form of computer software. Simulations, however, can be quite simple. Generally the more realistic they are, the more likely the students will be to participate. ”(Gower,Phillips,Walters,1995,p106).

#### **Discussions**

Most fully-fledged discussions (as opposed to small ones that arise naturally in response to something immediate like the day’s news) take a lot of preparation if the teacher is not



going to dominate ”(Gower,Phillips,Walters,1995,p107).. However, discussions with a class can be successful if you can ensure that :

- the students are interested in the subject and have ideas of their own about it ;
- the activity has sufficient motivating factors in its structures to create the need to speak ;
- the students have the language to discuss what they are supposed to discuss – this may include particular structures and vocabulary ;
- the students have been prepared for the discussion and have been given time to organize their thoughts. Some of the preparation can be done in an earlier lesson and the students give time to prepare at home, or it may be part of previous stages of the lesson. For example, often discussions arise from reading or listening texts (see also Section 1 : Integrated skills) ;
- the activity is managed so that the discussion is not dominated by one or two students.

### **How to stimulate discussion ?**

These are a few examples of ways of structuring discussion

#### **Modifying statements**

In this type of discussion the students are given a list of controversial statements around the topic of ‘parents’ (if that is a relevant theme) : for example, Parents should teach boys to cook and girls to mend the car. Groups are then asked to modify the statements so that all the members of the group agree with them. If there is time, groups can then compare their statements with other groups. ”(Gower,Phillips,Walters,1995,p108).

#### **Sequencing Statements**

The students are given a list of, say, ten non-controversial statements : for example, It’s important to put children to bed curly if they have school the next day. They are then asked, in groups, to sequence them (1-10) in order of priority for the successful bringing-up of children. ”(Gower,Phillips,Walters,1995,p108).

#### **Defending Statements**

Different controversial statements are written on pieces of paper and then put into a box : for example, Children should be encouraged to leave home at sixteen. The students are told to pick out a statements and then spend a few minutes preparing arguments to

defend it. One of the students can be made chairperson. All the students then has to present their arguments in turn, answer questions and defend themselves from attack.

### **Problem-solving**

Students can be presented with a puzzle or problem and given a set time to discuss possible answers to or explanations of the puzzle.

### **Moral issues**

The students are given details of a problematic situation and are asked to discuss the situation and make a decision. Such decisions as 'Whose fault was the accident?' 'Who should get the job?' 'What is the appropriate punishment?' 'Which charity gets the money?' can be discussed.

### **Describing and comparing**

These activities work particularly well in a multinational class. Ask each students to prepare some information on something which varies from country to country.

”(Gower,Phillips,Walters,1995,p109).

### **How to organize discussion in large classes?**

#### **Group work**

Rather than try to include the whole class in a discussion, it is often better to divide the class into groups so that a number of parallel discussions can take place.

#### **Taking turns**

In a smaller class the teacher can introduce a rule whereby no one who has already spoken can speak again until all the members of the group have had a turn to speak.

#### **The pyramid technique**

Another way to structure a discussion in a large group is via the 'pyramid' or 'snowballing' technique.

#### **Games**

Many conventional games can be adapted to foreign language teaching. As with any communication activity the areas of language produced may be predictable, and therefore useful as a guided activity, or less predictable and suitable for a freer stage.

”(Gower,Phillips,Walters,1995,p109).

### **Speaking:**

#### **A1 Language features**

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following :

- **Connected speech** : effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent ‘connected speech’ (as in I’d’ve gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning) see Chapter 2, D4 and D5).
- **Expressive device** : native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction).
- **Lexis and grammar** : spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking certain useful phrases which they can produce at various stages of an interaction.
- **Negotiation language** : effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

(Harmer,1998,p269)

### **Mental/social processing**

If part of a speaker’s productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates. (Harmer, 1998, p271)

- **Language processing** : effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
- **Interacting with others**: most speaking involves interaction with one or more participants.
- **(On-the-spot) information processing**: quite apart from our response to others’ feelings, we also need to be able to process the information they tell us the moment we get it.

### **The roles of the teacher**

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities described above. However, three have particular relevance if we are trying to get students to speak fluently: (Harmer,1998,p276)

- **Prompter** : students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them.
- **Participant** : teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm.
- **Feedback provider** : the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

## **Chapter: 3 Research Methodology**

**3.1 Introduction:** In this chapter there are some research methodologies that were used to conduct the research. This chapter will give us detail information about the research methodologies and it is a process of collecting, analyzing and interpreting information to answer questions. This methodology is rigorous, systematic, valid and variable, empirical and critical.

**3.2 Methods of data collection:** Questionnaire survey and interview session is being used here for data collection.

**3.3 Participants and settings:** Participants of this study were the students of class three and five from English medium schools. For collecting survey report on the observation on students the researcher mainly focused on productive skills of the students and by asking teacher a very short interview session is also held in my research paper.

**3.4 Nature of the research:** This part describes the nature of the research in details:

**3.4.1 Primary deductive or hypothesis-testing research:** For the benefit of investigating, the researcher collected data from different group of students with different writing and speaking skill levels. This research had a number of pre-conceived notions and from this point of view according to Seliger and Shohamy this is a deductive or hypothesis-testing research. Seliger and Shohamy (1989) believe: In this type of research the investigator may begin with hypotheses which are based on observations suggested by heuristic research or hypotheses found in second language acquisition theory or in other areas which appear to have relevance to second language. The deductive approach, as distinct from the heuristic approach, begins with a preconceived notion or expectation about the second language phenomenon to be investigated. In this sense, it may be said that deductive research is hypotheses-driven. That is, the research begins with a question or a theory which narrows the focus of the research and allows the second language phenomenon to be investigated systematically. (Seligar and Shohamy, P.30)

## **3.5 Types of research methods:**

### **3.5.1 Qualitative research methods**

#### **1 Interviews**

Interviews enable face to face discussion with human subjects. If we are going to use interviews we will have to decide whether we will take notes (distracting), tape the

interview (accurate but time consuming) rely on my memory or write in their answers (can lead to closed questioning for time's sake). If we decide to interview we will need to draw up an interview schedule of questions which can be either *closed* or *open* questions, or a mixture of both. Closed questions tend to be used for asking for and receiving answers about fixed facts such as name, numbers, and so on. They do not require speculation and they tend to produce short answers. With closed questions we could even give our interviewees a small selection of possible answers from which to choose. If we do this we will be able to manage the data and quantify the responses quite easily.

**If the researcher decides to use interviews:**

- ☐ Identify the sample.
- ☐ Draw up a set of questions that seem appropriate to what I need to find out.
- ☐ Do start with some basic closed questions (name etc.).
- ☐ Don't ask leading questions.
- ☐ Try them out with a colleague.
- ☐ Pilot them, and then refine the questions so that they are genuinely engaged with my research object.
- ☐ Contact with my interviewees and ask permission, explain the interview and its use.
- ☐ Carry out interviews and keep notes/tape.
- ☐ Transcribe.
- ☐ thematically analyze results and relate these findings to others from my other research methods.

**3.5.2 Quantitative research methods:**

**1 Questionnaires**

Questionnaires often seem a logical and easy option as a way of collecting information from people. They are actually rather difficult to design and because of the frequency of their use in all contexts in the modern world, the response rate is nearly always going to be a problem (low) unless we have ways of making people complete them and hand them in on the spot (and this of course limits my sample, how long the questionnaire can be and the kinds of questions asked). As with interviews, the researcher will be able to use closed or open questions and can also offer respondents multiple choice questions from which to choose the statement which most nearly describes their response to a

statement or item. Their layout is an art form in itself because in poorly laid out questionnaires respondents tend, for example, to repeat their ticking of boxes in the same pattern. If given a choice of response on a scale 1-5, they will usually choose for the middle point, and often tend to miss out subsections to questions. The researcher needs to take expert advice in setting up a questionnaire, ensure that all the information about the respondents which researcher have needed is included and filled in, and ensure that researcher actually get them returned. Expecting people to pay to return postal questionnaires is sheer folly, and drawing up a really lengthy questionnaire will also inhibit response rates. The researcher will need to ensure that questions are clear, and that have reliable ways of collecting and managing the data. Setting up a questionnaire that can be read by an optical mark reader is an excellent idea if the researcher wish to collect large numbers of responses and analyze them statistically rather than reading each questionnaire and entering data manually.

Developing and using a questionnaire there are some tips:

- ☐ Select the research questionnaires
- ☐ Make the sample of research questionnaires
- ☐ Draw up a list of appropriate questions and try them out with a colleague
- ☐ Direct the students.
- ☐ Ensure questions are well laid out and it is clear how to 'score them' (tick, circle, delete)
- ☐ Ensure questions are not leading and confusing
- ☐ Code up the questionnaire so I can analyze it afterwards
- ☐ Gain permission to use questionnaires from sample
- ☐ Ensure they put their names or numbers on so I can identify them but keep real names confidential
- ☐ Hand them out/post them with reply paid envelopes
- ☐ Ensure my collect in as many as possible
- ☐ Follow up if the researcher get a small return
- ☐ Analyze statistically if possible and / or thematically

**3.6 Research Design:** Here in this part we get some detail information about research design. These are given below:

**3.6.1 Validity and reliability of the questionnaire:** There is a possibility that the data

collection procedure might create some effect on the data which might effect the authenticity of the data and in this respect Seliger and Shohamy (1989) suggest that “All the data collection procedures, to different degrees, have some effect on the type of data elicited”.(pg.184). However researchers can lessen the “effect” and ensure the quality of the data by confirming the validity and reliability of the data. Validity refers to the degree which an instrument measures what it is actually supposed to measure. In the same way, reliability refers to the degree or extent to which the data collection procedure elicits accurate data.

**3.6.2 Procedure:** In order to test the hypothesizes, this research collected data from 50 participants. Among these 50 participants 30 participants were from class four, and thirty participants were from class three and two. The data were collected following the proper procedure with the permission of the principal of the institution and respective section teacher. At the beginning of the data collection, the researcher made it clear to the students that it was a voluntary work and the data will be used for research purpose.

**3.7 Pilot study:** This research was conducted a pilot survey among the students of class one to five. This pilot survey is very important and according to Kothari (2010) as it “brings to the light the weakness (if any) of the questionnaires and also of the survey techniques. From the experienced gained in this way, improvement can be effected”. In the pilot survey it was evident that the questionnaire was not too much difficult for the observation which was based upon on primary level students. On the other hand, the researcher made some questionnaire for asking the teacher which was related with the research topic and these questionnaires is also not so difficult. In this scenario, the researcher decided to explain the entire questionnaire to the teacher at the beginning level to avoid any type of misinterpretation.

**3.8 Principles followed for designing instruments:** There are a number of ways for designing a questionnaire. Using rating scale is one of them. The Likert Scale (Likert, 1932) is one very widely used rating scale used in empirical study. It provides five different options for each item on the questionnaire and asks individuals to respond to a series of statements by indicating whether they ‘agree’, ‘disagree’ ‘both’ and ‘need to improve’ with each statement. But Seliger and Shohamy (1989.pg.173) have suggested that in an attitude questionnaire the sequence of attitudes or responses should be the reverse of the sequence suggested by Likert (1932), for example the favorable attitudes should be reflected in the high scores. Therefore, in this present study attitudes or



responses have been assigned value in the following way:

Agree =5

Disagree =4

Both=3

Need to improve= 2

**3.9 Implication of the methods:** For data collection Questionnaire and interview session was used here for the main research tools. According to Best (1977) a standard questionnaire should be clear and each of the and each of the questions should deal with the same idea. The questions should be objective also. Kothari also talked about these aspects of a standard questionnaire. For designing a questionnaire, there are many ways. Rating scale is a common way for designing a questionnaire. One of the widely used rating scales in the **Likert Scale**. The Likert Scale has several advantages. Here are some mentioning points which are very important ones.

I. Likert-type Scale is considered more reliable because under it responds answer each statement included in the instrument.

II. Likert type Scale can easily be used in respondent-centered and stimulus-centered studies.

III. Likert type Scale takes much less time to construct; it is frequently used by the students of opinion research.

All the questions focused on writing and reading skills, which have already been covered in the questionnaire. These writing and reading skills are:

- Ability to use background knowledge
- Ability to speak fluently and accurately
- Ability to guess
- Ability to link ideas
- Ability to drive the impelled meaning
- Ability to infer
- Ability to summarize
- Ability to use vocabulary according to the context
- Ability to generate ideas and write

**3.10 Description of using some tips about questionnaire survey and interview session:** From the description of questionnaire survey and interview session the researcher followed four options and according these four options the researcher tried to

arrange my research paper. There are some statements which the researcher followed for arranging my research paper properly and these are given below:

- The researcher can use my background knowledge for understand the text in Writing and in speaking. The researcher want present the classroom situation of students about writing.
- The researcher can find out specific information from a text.
- The researcher can read between lines.
- The researcher read any topics three times. First time only for writing, second time for little bit understanding and third time for and better understanding.
- For speaking the researcher heard student's words and pronunciation and their how they spell each and every word.
- When the researcher gets the full information about writing and reading researcher was able to success to organize them part by part.
- After that the researcher can reach a conclusion for make a decision based on given information.
- Finally the researcher is success to for preparing the research paper.

**3.11 Sampling for the research:** Borg and Gall (1989) define the sampling as 'selecting a given number of subjects from a definite population as representative of that population'. To collect the data, researcher went to two Bangla medium schools and the number of total students was 50 and the number of the total student was 50. Samples selected for the survey are shown in the following table:

**Type of School students: Primary Level**

**Number of Students: 50**

**3.12 Administering the questionnaire survey and interview session:** With the major support of the principal and the subject teacher, and also the students the researcher was success for collecting her data from the primary level students. All the students and the school authority were very co-operative and active in filling out the questionnaire. To collect data from the junior level students, the researcher fixed a time for her observation. The researcher made some questionnaire which is based on student's methods and techniques which they follow in their classroom. For avoiding confusion

the researcher takes permission of two classes, so that she can be able to make her research properly and that is why the researcher had to go to two different classes to collect the information. It took three days to collect the data from the junior level students which was observation questionnaire and an interview session questionnaire which was for teachers.

**3.13 Research instrument for collecting data:** In this mixed up research methodology, the researcher created 18 questions which was based on class observation on students and other 15 questions which was based on teacher interview session. From the questionnaire survey this research has mainly got quantitative data and qualitative data.

**3.14 Process of data analysis for the questionnaire survey:** In any research paper data is using as an instrumental tool and analyzed in terms of Frequency Counts and Mean Scores. Frequency count is used here because Seliger and Shohamy and from my survey report I get agree=4 score from the teacher said; 'Frequencies provide information about the data collected through questionnaire before the results are used for analyzing the data of the whole study'. (1989.pg21)

## **Chapter: 4 Results and Findings**

**4.1: Results found from the questionnaire survey:** In the students questionnaire, the researcher created some analysis which was appropriate for the students by following below options:

### **4.1.1The analysis of the results of students' questionnaire survey:**

The total number of students was 50.

Agree =5

Disagree =4

Both=3

Need to improve= 2

**4.2Results found from the interview sessions:** In teacher's questionnaire of interview session, the researcher had to tick in a box which the teachers said her. Their responses were converted were into mathematical figure as follows:

Agree =5

Disagree =4

Both=3

Need to improve= 2

### **4.2.1The analysis of the results of the teacher's questionnaire survey on the basis of interview session:**

In question no.1 the researcher finds out students participation in class and from my survey report I get strongly agree=5 score from the teacher.

In question no.2 the researcher finds out use of target language in the classroom from my survey report I get both=3 score from the teacher.

In question no.3 the researcher finds out class teacher encouraging students in the from my survey report I get strongly agree=5 score from the teacher.

In question no.4 the researcher finds out importance of accuracy in speaking from my survey report I get needs to improve=2 score from the teacher.

In question no.5 the researcher finds out teacher give importance on fluency from my

survey report I get needs to improve =2 score from the teacher.

In question no.6 the researcher finds out correction from my survey report I get agree=5 score from the teacher.

In question no.7 the researcher finds out teacher giving positive feedback from my survey report I get agree=5 score from the teacher.

In question no.8 the researcher finds out learner's use vocabulary from my survey report I get needs to improve=2 score from the teacher.

In question no.9 the researcher finds out pair work and group work from my survey report I get disagree=4 score from the teacher.

In question no.10 the researcher finds out approach towards weak students from my survey report I get needs to improve=2 score from the teacher.

In question no.11 the researcher finds out checking class work and student's class performance from my survey report I get need to improve =2 score from the teacher.

In question no.12 the researcher finds out teacher correct grammatical mistake from my survey report I get agree=5 score from the teacher.

In question no.13 the researcher finds out learner's interest for creative writing from my survey report I get disagree=4 score from the teacher.

In question no.14 the researcher finds out exercise and activity done in the class from my survey report I get need to improve=2 score from the teacher.

In question no.15 the researcher finds out classroom environment from my survey report I get need to improve=2 score from the teacher.

In question no.16 the researcher finds out student's response after receiving feedback from my survey report I get agree=5 score from the teacher.

In question no.17 the researcher finds out student's liberty to express their view from my survey report I get need to improve=2 score from the teacher.

In question no.16 the researcher finds out student's response towards writing and speaking from my survey report I get need to improve=2 score from the teacher.

## **Chapter -5**

### **Problems and solution**

**The problem which we are facing in the classroom:** In the context of English it is important to evaluate the English reading and listening skills of the students of Bengali medium schools because English has been taught for a long time in Bengali medium schools but still a large majority of the students can not read and listen English effectively. They also have problems when they write and speak. They are unable to understand every word from the text. Not only that even when they listen to anything they are unable to understand every word and cannot reply. These all happen because of lack of knowledge. In our Bengali medium schools we see that the teachers do not try to develop the system of productive skills so that the students will be able to enrich their writing and speaking skills. A teacher can make the lesson more interesting by presenting tapes, make a conversation with the students, can teach something outside from the text and thus a student get interest in learning a lesson. But these type of facilities are not available in our Bengali and English medium schools and that's why our students lose their interest which have a direct negative effect on students' mind. For this reason, it is needed to evaluate the English writing and speaking skills of the students of class nine and ten in Bengali medium schools. In our context, most of the students learn English as a second language, but they fail to gain it. This is obviously not their fault, this fault our education system and their administration section. So it is important to do an evaluation of the productive skills especially in the beginner levels in both English and Bengali medium schools because it is important level of education and most of our students study in Bengali medium schools. The study is therefore, relevant to the context of the country.

### **Findings based on my observation:**

During my survey, I found that in the classroom most of the teachers did not encourage the students to speak in class. I also found that some teachers spoke in Bengali in the classroom and also allowed students to speak in Bengali. When I observed and conducted few classes I realized that students do not feel the necessity to speak in English. The teachers did not motivate students to improve their speaking ability.

In the junior classes I have seen that students do not speak in English at all. Students who speak, their sentences are incomplete. Students produced just few words in English such "Miss, water" or "Miss, wash room". Whenever I asked anything they just replied in one word. I realized that they did not have enough knowledge on vocabulary and

grammar. In the classroom they just completed their activities from the book. The teacher gave much emphasis on writing skill rather than speaking skill. In the conversation class the teacher did not utilize the class. There was hardly any speaking activity done by the students.

In the senior classes' problems were similar to those of the junior classes. The students tried to speak in English but their sentences were not grammatically correct. Some students do not want to speak in English because of making mistakes. In the classroom the teacher did not introduce any speaking activity to improve their speaking. I observed that the teachers taught grammar in deductive way. They taught them the rules but did not show the practical use of the rules. As a result, the students were very confused. All the classes were teacher-dominated. Students did not get proper chance to communicate in the classroom. That is why most of the time students remain quiet. The teachers never motivated the students speak in the class.

I observed an English literature class of standard II. The teacher read out a story from the book and explained each and every line. After finishing the story, she gave them a set of vocabulary items to memorize. The teacher did not explain the meaning or gave any synonym. In class the teacher talked more than the students. Only one or two students asked few questions. Most of the students remained quite in the class. There was no discussion on the story and hardly any interaction between the teacher and the students.

### **The reasons behind the problems mentioned**

Though it was an English medium school and the medium of communication was English, all the students of the same class did not have the same ability to speak in English fluently. During my observation I noticed that the elementary level students and the more advanced level students had different types of problems. Elementary students did not have enough knowledge of vocabulary and grammar. On the other hand, the advanced students knew all the rules and had good vocabulary but they did not have proficiency in speaking. From my observations, I have listed down some reasons behind students' problems while speaking.

#### **1. Lack of Interesting topic**

In the upper level, students did not want to speak when the topic was not interesting. In the classroom students were repeatedly asked to introduce their families or schools, talk



about their hobbies. Almost all the students in the classroom talked about similar things and teacher do not introduce any interesting topics.

## **2. Size of the class**

All the students did not get opportunity to speak or take part in classroom conversations. In the elementary level, the number of the students was near 30. In a class of 40 minutes it was impossible for each student to speak individually. As a teacher I could not communicate with all the students in one class. This led to the result that the speaking skills of most students were comparatively lower than other skills such as reading and writing

## **3. Anxiety of making Mistakes**

Students were mostly nervous and afraid of making mistakes. In the elementary level since the students did not know the rules of the language, they were not aware of making mistakes until the teacher pointed it out and corrected those. That was the reason why they were not worried about mistakes and tried to speak in English. But in the senior classes students were aware of their errors and that is why most of the time they remained quite to avoid errors. Students knew that if they made any mistake than the others might make fun of them or the teacher might not like it.

**4. Peer response:** According to my observations in speaking classes, apart from the factors mentioned above, the listeners' feedback also has a strong influence on the performance of the speakers. Very often, at the beginning of the performance, the speakers were confident and active while doing any dialogue or presentation. However, when the audience lost interest in the speakers, they began to talk to each other. As a result, the student-speakers sped up or cut down their words. When the speakers did not receive good response from their peers, they did not want to speak

## **5. Lack of motivation:**

If the teacher does not motivate the students to speak in English and allow them to communicate in the target language, then the students get a chance to avoid target language. If the teacher does not feel the importance of speaking and always gives importance to reading, writing and listening, then it is impossible for the students to improve their speaking ability.

## **6. Teacher's talk vs. students talk**

Another important point is almost all the classes were teacher-dominated and the student talk time is less compared to the teacher's taking time. It is the teacher's duty to provide opportunity to students to speak in class. Students should be given enough time to speak and take part in speaking activity.

## **7. Students participation**

Another thing I observed that in class all the students did not get chance to speak. Most of the time very few students spoke in the class and the rest of the class became listeners. The teacher has to make sure that every student participates in classroom conversations.

## **8. Lack of opportunity to use the target Language**

The students found it difficult to speak in the target language because they did not see the need to do so. Therefore, they did not want to take pains recalling the words and the grammar rules. The problem in the class was that the regular tasks given to the students required a lot of grammar and writing but very little conversation, so when the students tried to speak anything in English, they could not, although they knew a lot of rules and vocabulary.

## **9. Grammar item taught in a deductive manner**

Many a times the teachers referred to grammar books and presented grammar rules with explanations of the structures. I think a better way to teach grammar is to write sample sentences on the blackboard and discuss those sentences, which will eventually make the structure clear to the students.

**10. Language:** If readers and listeners do not know half the words in a text, they will have great difficulty in understanding the text as a whole. To be successful they have to recognize high proportion of the vocabulary without consciously thinking about it. It is clear that both sentence length and the percentage of unknown words both play their parts in a text's comprehensibility.

When students who are engaged in listening encounter unknown lexis it can be "like a dropped barrier causing them to stop and think about the meaning of a word and thus making them miss the next part of the speech"(understood 1989:17)

There are specific ways of addressing the problem of language difficulty; pre-reaching vocabulary; using extensive reading/listening and considering alternatives to authentic language. (Harmer.P.203)

**11.Pre-teaching vocabulary:** One way of helping a student is to pre-teach vocabulary that is in the speaking and written text. This removes at least some of the barriers to understanding which they are likely to encounter. However, if we want to give students practice in what it is like to tackle authentic speaking and written texts for general and understand then getting past words they don't understand is one of the skills they need to be developed. By giving them some or all of those words we deny them that chance. We need a common-sense solution to this dilemma; where students are likely to be held back unnecessarily because of three or four words, it makes sense to teach them first. Where they should be able to comprehend the text despite some unknown words, we can leave vocabulary work till later. An appropriate compromise is to use some words from a reading or listening text as a part of our procedure to create interest and activate the students' schemata, since the words may suggest topic, genre or constructions- or all three. (Harmer, P.203)

**12. Giving less importance to creative writing:**

In the beginner's level, teachers give less importance to creative writing. Teachers just follow exercises from the book. They believe that beginner level students can not write on their own .The teachers also believe creative writing is very difficult task for beginner level students and it won't be easy for the teachers to correct their grammatical mistakes because beginner level students are not aware of grammar and structure.

**13. Do not provide necessary information:**

When the teachers plan for writing task, they should provide necessary information to learners to complete the task. Sometimes the teachers do not bother to do that. We cannot ask them to write a report if they do not have the necessary facts at their disposal.

**14. Lack of effective written materials:**

To improve learner's writing skill there is no effective written materials and the teachers do not go beyond the text book. We are not saying that text book is not helpful but not sufficient to improve learners writing skill.

**15. Giving less importance to grammar, structure, spelling and handwriting:**

In the beginner stage, a teacher does not give enough importance to grammar, structure, spelling and handwriting. English medium teachers believe that they should teach the language at first and Bengali medium teacher starts with grammar and structure. In both

way teacher is giving less importance to writing skills and other components of writing.

### **Suggestions**

Based on my observation and my internship experience, I have presented below some suggestions to improve learners speaking with the help of methods:

- The teacher should provide maximum opportunity to the students to speak the target language by providing a rich environment that contains pair work and authentic materials and tasks.
- The teacher should try to involve each student in every speaking activity. In classrooms, some students always remain quite. The teacher should identify those students and should encourage them to speak in class.
- The teacher has to reduce teacher-speaking time in class while increasing student-speaking time. If the teacher talk more then speak, then the students will listen to the teacher and they will not participate in the class.
- The teacher should provide positive feedback when commenting on students' responses. If the students make any mistake, then the teacher should correct it in such a way that it does not interrupt. It should look like that the teacher is giving suggestions. Some times students do not want to speak because of making mistakes.
- The teacher should introduce interesting topics and variety of activities to improve learners' speaking skill. Sometimes the teacher may give chance to the students to choose their topics for speaking.
- Teacher's role is very important in speaking. Teacher can be a participant, prompter in various speaking activity.
- A teacher should introduce group work or pair works in the classroom so that students get enough opportunity to use target language among them.
- Teachers can use communicative, audiolingual and situational language method to improve learners speaking. For example :
  - ❖ In situational method language learning is habit formation. In this method structures is presented in situations and meaning of the words are learned

in a linguistic and cultural context. In this way students learn the correct use of vocabulary.

- ❖ In audiolingual method material is presented in dialogue form. Students memorize dialogue, set of phases. In this method students get opportunity to role play which is good exercise for speaking.
- ❖ In audiolingual method there is much use of Tapes and language labs which help the learners to improve their pronunciation.
- ❖ In CLT allow interaction and communication. It helps learner to communicate in target language which will help learners to improve their fluency and accuracy.

Based on my observation and my internship experience, I have presented below some suggestions to improve learners writing with the help of methods:

- For elementary level the teacher should focus on useful vocabulary. In Grammar translation method much vocabulary is taught. When students will go for creative writing this knowledge of vocabulary will help them to generate their ideas.
- I think a teacher should integrate both inductive (Direct method) and deductive (Grammar translation method) into their teaching. The teacher should introduce the language at the beginning later grammar because without knowing the language it is difficult for learner to memorize grammar and structure form of a target language. When they become capable to understand the language then the teacher should introduce the grammar. Without knowing the grammar and structure the students cannot write correct sentence. So only the basic grammar should be taught in the elementary level. Even in direct method grammar are emphasized.
- Teachers should introduce such tasks that make clear the relationship between grammatical form and communicative function. For example: Project work. The students can discuss their project work among them by using target language and later this kind of creative work will help them to improve their writing skill. If we can arrange some task that will help learners to improve learner's productive skills that will be great.
- Correction is important in writing. The teacher should identify the mistakes in the copy and give positive feedback to the learners.
- The teachers should introduce various types of writing activities like letter

writing. Journal, story, newspaper articles, e-mail messages, project work, news bulletin, describe the picture, summary etc.

- Teachers should teach grammar with lots of examples or can create such materials that make the structure very easier for learners.
- Creative writing not only will help learners to organize their thoughts, it will also help learners to improve their handwriting, spelling, and punctuation.
- To improve writing skill teachers have to provide reading and listening materials which will also help learners improve their listening and reading skill.

## **Chapter: 6 Conclusions**

**6.1 Introduction:** In the final part, the researcher makes the conclusion and some recommendations from my findings and result which was based on my survey report on English medium school students of class one to five. By making a survey report I felt that there are many problems in teaching productive skills at elementary level. It is not that we can not overcome these problems with the help of methods.

**6.2 Conclusion:** On the basis of research methodology, findings and result teaching speaking and writing both are very important part of second language teaching. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking in stead of leading students to written work and memorization. The teacher should provide a rich environment where meaningful communication can take place. With this aim, various speaking and writing activities should be introduced in language classes which can contribute to students in developing communication skills necessary for life. These activities make students more active and interested in the class and at the same time make learning more meaningful and fun for them.

## **Chapter: 7 Recommendations**

For improving learners' productive skill in English medium schools, the researcher would like to make some suggestions both for the teachers and students to overcome the weakness and mistakes in writing and reading. These are given below:

- The teacher should arrange some audio-tapes for the students so that they are able to pronounce the words clearly..
- Students must be trained by the teacher to predict unfamiliar words through the given context. It helps them to improve their vocabulary analyzing capacity.
- Students should be aware of the purpose of reading a text by the teacher.
- For understanding the multiple players of meaning and the writers' writing style, students should read literary works.
- To motivate students for speaking, teacher should develop authentic speaking materials.
- Students should help themselves for improving their speaking skills. They have to find out their weakness and try to overcome those with the help of their teachers and peers.

- There is no system in the classroom for correct the word and using tape again and again. It will be better for learner if teacher can arrange language lab for them.
- The teacher should pay extra attention to the weak students.
- The teacher should be able to use all the methods while teaching productive skills.
- The teacher should be identify the problems and should try to solve those problems as soon as possible.



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## Appendix:

### Survey Questions:

#### Observation on Teacher:

1. Do you give special importance to any particular skill?
2. How do you teach productive skill?
3. Do you think that only text book is enough for students?
4. Do you plan any activity to improve learner's productive skill?
5. When you teach productive skill what are the main problems that students face or deal with?
6. Do you follow any method to overcome these problems?
7. Can you give some suggestion from your experience that how to improve learners productive skill?
8. Do you think it is easy to teach productive skill in beginner level?
9. Do you think teacher should pay attention to learner's productive skill from beginner level?
10. What do you think grammar should teach inductive or deductive way?
11. Do you think use of dictionary help learners to improve their vocabulary?
12. To improve learner's speaking skill do you believe learner should be get enough opportunity to use target language?
13. Can you give some suggestion to overcome learner's accuracy and fluency?
14. Which method is more effective in classroom according to you?
15. Do you believe by implementing that method you can improve learner's productive skills or you don't believe in any method?

### Observation on student's response

- ❖ Students participation in class
  - Agree b) Disagree c) both d) Needs to improve
- ❖ Does the student use target language in class?
  - Agree b) Disagree c) both d) Needs to improve
- ❖ Does the teacher encourage students to speak in target language?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the teacher give importance to accuracy?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the teacher give importance to fluency?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the teacher correct mistakes immediately?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the teacher give positive feedback in the classroom?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the teacher encourage or help learner to learn vocabulary?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the student work in a pair or group work?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the teacher take special care to the weak students?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the teacher correct grammatical mistakes in the copy?
- ❖ a) Agree b) Disagree c) both d) Needs to improve

- ❖ Does the teacher encourage learner for creative writing?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does all activities from the course book is sufficient?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does all the activities are motivating?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does classroom environment encourage the learner to learn something?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the student learn from their mistakes and positive feedback given by their teacher?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the students are free to express their view and problems?
- ❖ a) Agree b) Disagree c) both d) Needs to improve
  
- ❖ Does the student feel good to write and speak in classroom?
- ❖ a) Agree b) Disagree c) both d) Needs to improve